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ABSTRACT

The guide presents an instructional module on sex stereotyping in the social studies, particularly in U.S. history. Intended to be used with secondary students, the module was designed to be used as an independent miniunit or as a supplement to an existing course, and should take between one and two hours. It consists of a 30-minute tape, six transparency masters, four handout sheets, and a bibliography. The handout sheets present eight learning activity suggestions such as textbook critique, outside ethnic speakers, cultural differences exercises, and oral history projects; brief identification of 12 women in American history; 35 historical facts or concepts to use in checking textbooks for accuracy and bias; and an exercise for estimating the number of women holding various political offices. The six transparency masters offer illustrations for the text of the tape, with the topics of stereotyping, women in the work force, women and men in social studies texts, women in American history, voting, and women in politics. The bibliography lists 15 background materials. The tape may be obtained from the Education Development Center, 55 Chapel Street, Newton, Massachusetts, 02160. (CK)

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We the People: Sex Bias in American History

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INSTRUCTIONS

The enclosed module on sex stereotyping and its effect on social studies is composed of a 30-minute tape, six transparency masters, four handouts, and a bibliography. The module is designed to be used independently or to supplement an instructional unit.

The module was developed to facilitate discussion as well as to present information. Several times during the tape, the group is requested to stop the tape recorder and participate in a discussion activity. When the discussion of the activity appears to be winding down, the instructor or group leader should start the tape again.

The unit, with activities, should take between one and two hours. We strongly recommend that the instructor or group leader listen to the tape before using it with a class or group. We think the module is a good one, but it is only as effective as your group discussion and participation make it.

Six transparencies accompany the tape:

- Stereotyping
- Women in the Work Force
- Women and Men in Social Studies Texts
- Women in American History
- The Girls
- Women in Politics

At the appropriate time, each transparency is introduced on the tape; following this, there is a short pause to allow the transparency to be put on the overhead projector.

Copies of the four handouts should be made and distributed to members of the group prior to beginning the tape. Copies can be made by using any copying machine or by using a Thermafax machine to make ditto masters of the handout.

Transparencies can be made by covering the enclosed transparency masters with a sheet of transparency film and running both the sheet and the master through a Thermafax machine.

This module is part of a series of instructional modules on sex-role stereotyping in education. Other modules are available in math, language arts, science, physical education, human growth and development, and educational history.

HANDOUTS

THINGS WE CAN DO

1. Examine your classroom textbooks and lesson plans for stereotypic attitudes, opinions, and activities.
2. Use the Textbook Checklist handout with your students to increase their knowledge and awareness of the roles women have played in history.
3. Help students analyze their textbooks, and have them rewrite inaccurate passages.
4. Work with your school curriculum committee to replace inaccurate, stereotypic textbooks.
5. Invite outside speakers to your class, such as Native Americans or Mexican-Americans, who can present alternative viewpoints on history and current events.
6. Have students examine and compare values, roles, and expectations found in different cultures. Have them compare their findings with their own values, roles, and expectations.
7. Help students become aware of the historical resources around them. They should know that people in their family and community can frequently provide a view of history not found in textbooks.
8. Have students do oral history projects on topics such as: how the role of Hispanic women has changed in their community in the past 50 years, or on the roles that women in the students' own families played during World Wars I and II.

Other suggestions:

WOMEN IN AMERICAN HISTORY

Women in Unions

Mother Jones (1830-1930): Labor agitator; fought to end child labor.

Dolores Huerta (1930-): Labor organizer-negotiator for the United Farm Workers; fighter for Hispanic-American rights.

Margaret Haley (1861-1939): Teacher organizer; founder of the American Federation of Teachers.

Women in Social Reform

Frances Willard (1839-1898): Temperance and suffrage worker; founder and president of the Women's Christian Temperance Union.

Lucy Stone (1818-1893): Women's rights worker and abolitionist. Orator, educator, organizer, and fighter for human rights.

Dorothea Dix (1802-1887): Crusader for humane conditions for the insane imprisoned.

Women In Black Rights

Sojourner Truth (1797-1883): Orator, abolitionist, and women's worker; former slave who devoted her life to human rights.

Fanny Lou Hammer (1917-1977): Civil rights worker who led voter registration drives, cofounded Mississippi Freedom Democratic Party, and founded Mississippi farmer co-ops.

Rosa Parks (1913-): Civil rights worker; catalyst for the twentieth-century civil rights movement.

Women in Politics

Jeannette Rankin (1880-1973): Pacifist and women's rights worker; first woman to serve in the United States Congress.

Frances Perkins (1880-1965): Labor lobbyist; first woman to serve in a presidential cabinet (Secretary of Labor under FDR).

Barbara Jordan (1936-): Orator and politician; first black to keynote a major political convention; member of the U.S. House of Representatives.

TEXTBOOK CHECKLIST

Check to see if the textbook has incorrect information, no information, limited information, or full information on each criterion.

1. The original American women, Native Americans, wielded considerable power within their own societies.
2. Native women were not the overworked "drudges" described by many white observers.
3. Pocahontas and Sacajawea were not typical of Native American women.
4. The early European settlers included many women.
5. Textbook use of the English language obscures women's lack of human rights in Colonial days and in the present.
6. Anne Hutchinson and other women challenged the male monopoly of religious leadership.
7. Women were imported to the colonies by London investors because their work and presence were profitable to business.
8. As indentured servants imported as cheap labor by wealthier colonists, women were doubly oppressed.
9. Most women who were not slaves enjoyed a greater degree of economic and social freedom in the Colonial era than did European women of that time.
10. Women played a key role in the American Revolution.
11. After the Revolution, women's options and freedoms were curtailed.
12. Differences also sharpened between the lives of ordinary and rich women.
13. From the earliest industrial era, women's labor was especially exploited.
14. Women's right to education, like all extensions of human rights, was achieved through a determined struggle.
15. Women reformers accomplished major changes in U.S. society.

Stereotypes, Distortion, and Omissions in U.S. History Textbooks. New York: Council on Interracial Books for Children.

16. Many advocates of abolition--a cause in which women activists predominated--were also advocates of women's rights.
17. The 1848 Seneca Falls Convention signified the historic start of the suffrage movement.
18. Because women lacked legal rights, alcoholism posed a greater threat to them than to men.
19. Enslaved black women struggled against sexual, as well as racial, oppression.
20. Black women also resisted oppressive laws.
21. Women played a significant role in the Civil War.
22. Women were essential to the "settlement" of the West.
23. Wyoming and other western states granted women rights when it benefited the states to do so.
24. Many black women were active social reformers in the late 1800s and early 1900s.
25. Women social reformers had significant impact upon aspects of urban life.
26. In the early 1900s women workers were especially exploited. Some organized, despite lack of union interest in their conditions.
27. The 1920 victory for women's suffrage represented years of costly sacrifice.
28. Suffrage did not succeed in making women equal to men.
29. The availability of birth control information was, perhaps, more important to women than suffrage.
30. The 1920s' "flapper" era did not significantly liberate women.
31. White ethnic immigrants had greater chances for upward mobility than did black women and men.
32. The great labor struggles of the 1930s actively involved women of all colors.
33. Women's labor has often been recruited, abused, and discarded by business interests.
34. Poor third-world women face triple oppression today.
35. Institutional change, not mere passage of the Equal Rights Amendment, is necessary to improve the status of U.S. women.

DO YOU KNOW?

Please indicate your estimate of the number of women currently holding the following offices:

Supreme Court Justice	_____
Governor	_____
Lt. Governor	_____
U.S. Senate	_____
U.S. House	_____
State Senates	_____
State Houses	_____

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TRANSPARENCIES

STEREOTYPING

STEREOTYPING is the arbitrary assigning of certain habits, abilities, and expectations to people solely on the basis of group membership, regardless of their attributes as people.

Read the following descriptions and discuss the images and assumptions that come to mind. What would you assume or imagine about:

1. a Republican
2. a Suffragette
3. a Union Organizer
4. a Supreme Court Justice
5. a Democrat
6. a Temperance Worker

Can you think of other stereotypes?



**"The natural and proper timidity and delicacy which
belongs to the female sex evidently unfits it for many
of the occupations of civil life."**

Supreme Court Justice Bradley, 1873

WOMEN AND MEN IN SOCIAL STUDIES TEXTS *

**People mentioned by
name in a sample of
eight texts**

Men

1,103

Women

33

**People quoted in
a sample of eight
texts**

Men

533

Women

5

***You Won't Do, KNOW, Pittsburgh, PA.**

A study of eight social studies texts by major publishers.

WOMEN IN AMERICAN HISTORY ARE THEY PART OF YOUR EDUCATION?

Women in Unions

Mother Jones

Dolores Huerta

Margaret Haley

Women in Social Reform

Frances Willard

Lucy Stone

Dorothea Dix

Women in Black Rights

Sojourner Truth

Fanny Lou Hammer

Rosa Parks

Women in Politics

Jeannette Rankin

Frances Perkins

Barbara Jordan

THE GIRLS

by

Franklin Folger



"Which one was it that was so witty on television?"

WOMEN IN POLITICS

	<u>Women</u>	<u>Minority Women</u>
Supreme Court	0	0
Governors	2	0
Lt. Governors	3	0
U.S. Senate	0	0
U.S. House	18	3
State Senates	89	3
State Houses	521	32

Women are 53% of the voters but less than 7% of the public office holders.

Figures from the Center for American Women in Politics, 1977